

SCHOOL YEAR 2002-03 ADMINISTRATIVE INFORMATION MEMORANDUM NO. 2

TO: State and Federal Program Directors
FROM: Office of Field Services
DATE: May 1, 2003

Information on 2003-04 Allocations Delayed

The U.S. Department of Education has notified state educational agencies that information on state-level allocations for most of the programs in the Consolidated Application will be delayed until sometime in May. Although Congress has finalized the appropriations for these programs, the U.S. Department of Education is still reviewing the poverty data that will be used to allocate funds to states and school districts.

For Title I planning purposes until allocations are known, districts should use the guaranteed amount that applies to their census poverty concentration, as follows:

<u>Census Poverty Concentration</u>	<u>Title I, Part A Guarantee</u>
Less than 15%	85% of 2002-03 allocation
15% to 30%	90% of 2002-03 allocation
30% or more	95% of 2002-03 allocation

Districts that lost their eligibility for concentration grants four years ago and have been covered by the special 4-year guarantee are reminded that the guarantee has expired. Affected districts were sent a memorandum on March 14, 2003.

The 2003-04 Consolidated Application is available for districts to initiate in MEGS. Although the budgets cannot be finalized until allocations are determined and loaded into MEGS, districts are encouraged to work on other portions of the application, especially any Consolidated Plans that did not receive final approval in 2002-03. Revised plans can be uploaded as attachments to the application and viewed by the Field Services consultants to determine if they need additional work.

OF NOTE

New AYP Website

The Michigan Department of Education has established a new Adequate Yearly Progress (AYP) website to provide basic information on the purpose and history of AYP, Michigan's new formula, and the requirements for Title I schools that are identified for improvement, corrective action, or restructuring. The website also provides an "AYP Calculator" used to access a school's most recent official AYP results and enter assessment data for the current year to determine if the school has made AYP based on achievement or improvement. These results must then be combined with assessment participation rates and attendance or graduation rates before an official AYP determination can be made for the new year.

The website is accessed through the Adequate Yearly Progress link found under MDE Quick Links on the right side of the Michigan Department of Education website at www.michigan.gov/mde.

CALENDAR

April 4 – May 29	Consolidated Application Workshops
April 21 – May 28	School Improvement Workshops
July 1	2003-04 Consolidated Application Due for Districts Needing 7/1/03 Obligation Date
July 15	2002-03 Section 31a Reports Due (August payment of Section 31a funds Will be withheld if report is not submitted)

CONTENTS

Progress Report on Approval of WorkKeys as Title I Paraprofessional Assessment.....	2
Update on Title III Programs for LEP and Immigrant Students.....	2
Status of Section 31a, Section 41 and Section 57 Programs.....	3
Title I School Reporting	3

Progress Report on Approval of WorkKeys as Title I Paraprofessional Assessment

The Michigan Department of Education is making progress toward the approval of WorkKeys as an assessment option for Title I paraprofessionals. In late April and May, groups of Title I paraprofessionals from across the state will meet in regional focus groups with trained WorkKeys profilers to identify the tasks that are common to most Title I paraprofessional positions. They will then determine the level of skill necessary in mathematics, reading and writing to perform these tasks. This information will be used to select the appropriate WorkKeys tests and establish the passing score in each subject.

The Department anticipates that WorkKeys will be approved as an assessment option to meet the Title I paraprofessional requirements for knowledge of reading, mathematics and writing by the summer of 2003. WorkKeys service centers throughout the state will be prepared to administer and score the tests and issue a certificate to each individual who passes the assessments.

Because the Title I legislation also requires a demonstration of the paraprofessional's ability to assist in providing instruction to students, the Department will work with educational groups to develop an observational assessment that can be used by local school districts to meet this portion of the requirement.

The Basic Skills Test of the Michigan Test for Teacher Certification, which was approved in April 2002 for purposes of demonstrating knowledge of reading, mathematics, and writing, will remain an option that can be chosen to meet these requirements. Title I paraprofessionals who were employed by their district on or before January 8, 2002, have until January 8, 2006, to meet either the education or assessment requirements.

Update on Title III Programs for Limited English Proficient and Immigrant Students

Title III of *No Child Left Behind* provides two different grant programs: (1) Language Instruction for Limited English Proficient (LEP) Students, and (2) Education of Immigrant Children and Youth. The Title III LEP Program focuses on the speedy acquisition of English language proficiency and meeting challenging State standards. Services to students under the LEP grant are based on low achievement in English language proficiency or in core subjects. The Title III Immigrant Program provides immigrant children and youth with instruction to meet State standards and to help with their transition into American society. Services to students under the Immigrant grant are based on their status as immigrants and time enrolled in U.S. schools.

In the 2002-03 school year, approximately 71 programs serving 56,824 students will qualify for grants under the Title III LEP program. Funding is based on a per pupil amount of about \$71 with a minimum size grant of \$10,000. For the current year, 141 eligible students were needed to reach the funding threshold. Districts under the threshold were invited to form consortia.

A total of 17 programs serving 4,808 students qualified for Title III Immigrant Program grants in 2002-03. To qualify, a program had to have at least 20 immigrant students and an increase in the immigrant student population for each of the two preceding years. The percentage increase for at

least one of those years had to be greater than the average increase for the State. Each eligible program received a base allocation of \$10,000 plus about \$119 per student.

Next year, both Title III grants will be part of the Consolidated Application in MEGS. The student counts obtained during the 2002-03 school year will be used to fund both Title III grants in 2003-04. After 2003-04, funding counts will be based on the Single Record Student Database (SRSD), so it is important that school districts ensure that their data is entered into the system and that it is accurate.

Title I School Reporting

In the past, school districts have reported which schools operated a Title I schoolwide or targeted assistance program on their Adequate Yearly Progress Report. Beginning this year, the data will be collected electronically through the School Infrastructure Database (SID), which is now open and ready for data entry. Using SID to collect the data on Title I schools will have two immediate results: an accurate count of the number of schools that are currently operating Title I schoolwide or targeted assistance programs; and a reduction in the amount of data collected on paper. The SID will flag all of the students in a Title I schoolwide building for the Single Record Student Database (SRSD) and the data will be used to report the number of students served in Title I, Part A schoolwide programs on the Consolidated Performance Report.

In the SID, the two data fields that relate to Title I are Field 29 and Field 30. In Field 29, a code of 1, 2 or 3 is entered to designate Title I schoolwide, Title I targeted assistance or not operating a Title I program in the school. Field 30 asks about the instructional programs provided in Title I schoolwide programs. Please communicate with the person who enters the SID data for your district to ensure a complete, accurate electronic collection of the Title I data. As SID and the SRSD are fully implemented, it will be possible to collect most of the data required for the Consolidated Performance Report without requiring a separate report from districts.

The Department is still determining whether it will be necessary to collect 2001-02 Consolidated Performance Reports from school districts. Districts will be notified regarding a final decision by the middle of May.

Status of Section 31a, Section 41 and Section 57 Programs

As passed by the House of Representatives in House Bill 4401, the Section 31a program for at-risk pupils would be funded at \$314,200,000 for the 2003-04 school year. Allowable uses of Section 31a funds would be expanded to include tutorial services, programs that combine academic, enrichment and recreational activities, early childhood programs, English as a Second Language programs, and Learning Without Limits. Although the Senate has not taken action on the bill at this time, it is anticipated that the funding for this program will probably be maintained at the current level.

The Section 41 bilingual education program would be funded at \$4,212,000, and there would be no change in the allowable uses of funds. It is anticipated that this funding level will be maintained as well.

The Section 57 program for gifted and talented pupils would be funded at \$150,000 for intermediate school districts (Section 57.1) and \$850,000 for local school district and consortium programs (Section 57.3.) Because the Executive proposal would have eliminated funding for this program, the status of the program for 2003-04 is uncertain at this time.

Additional information regarding these programs will be provided to school districts as soon as the 2003-04 State Aid budget has been finalized.